

2016 Summer Virtual PLO

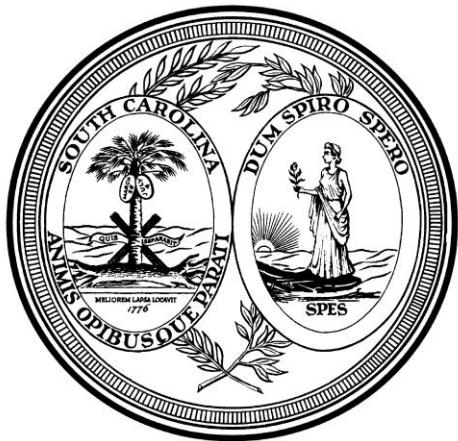
Writing: Integrating the writing progression into classroom instruction

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2016 SUMMER VIRTUAL PLO

WRITING: INTEGRATING THE WRITING PROGRESSION INTO CLASSROOM INSTRUCTION



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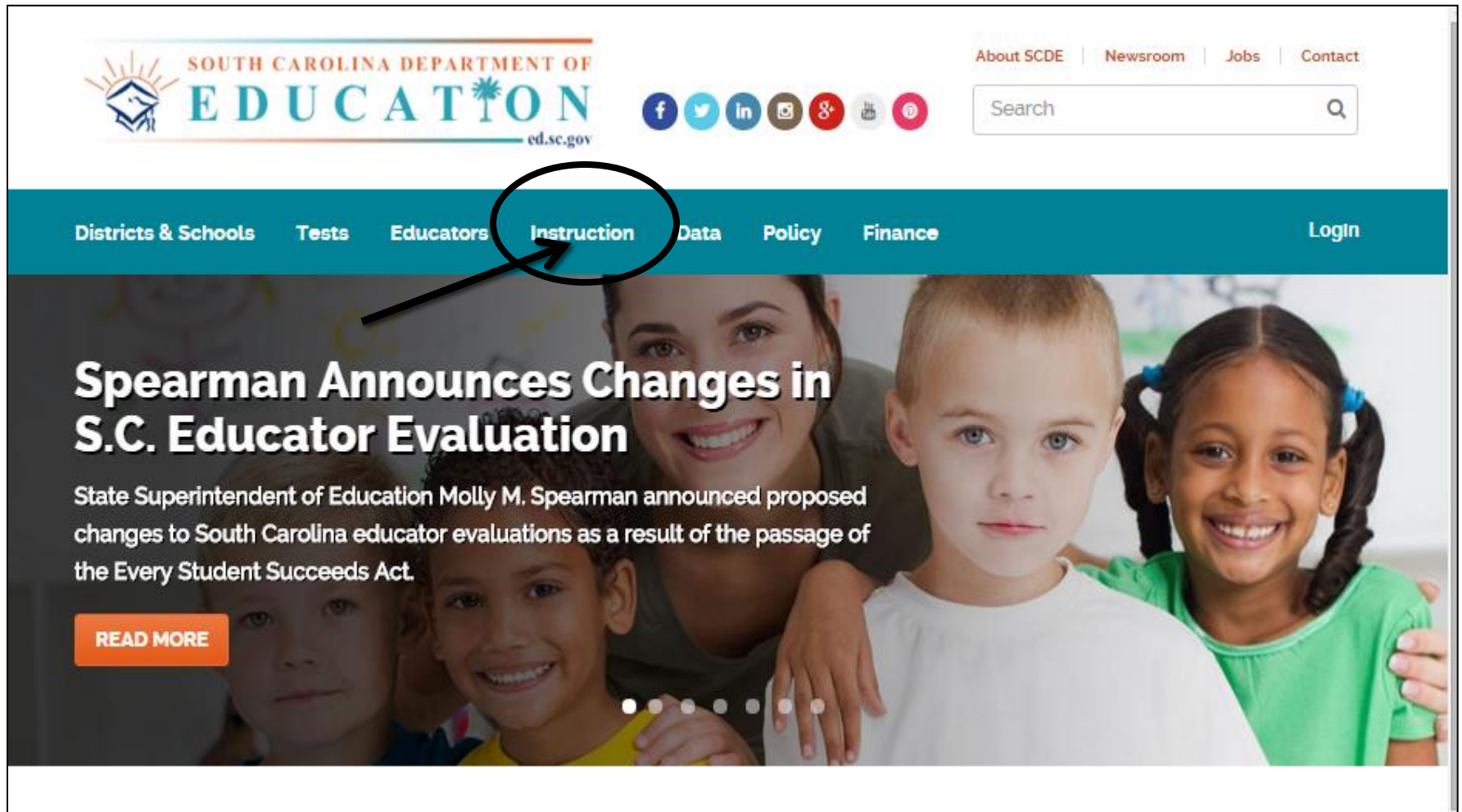
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Communication Standards
2016 Middle Level ELA Virtu...

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Session Learning Targets

- I can integrate the writing progression into my classroom instruction.
- I can identify elements of an effective text-dependent task.

What is the Writing Progression?

SC READY Scoring Guidelines for Text-Dependent Analysis (Grades 3–8)

4 – Demonstrates effective analysis of text and skillful writing	3 – Demonstrates adequate analysis of text and appropriate writing	2 – Demonstrates limited analysis of text and inconsistent writing	1 – Demonstrates minimal analysis of text and inadequate writing
<ul style="list-style-type: none"> Effectively addresses all parts of the task to demonstrate an in-depth understanding of the text(s) Strong organizational structure and focus on the task with logically grouped and related ideas, including an effective introduction, development, and conclusion Thorough analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas Substantial, accurate, and direct reference to the text(s) using an effective combination of details, examples, quotes, and/or facts Substantial reference to the main ideas and relevant key details of the text(s) Skillful use of transitions to link ideas within categories of textual and supporting information Effective use of precise language and domain-specific vocabulary drawn from the text(s) Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning 	<ul style="list-style-type: none"> Adequately addresses all parts of the task to demonstrate a sufficient understanding of the text(s) Appropriate organizational structure and focus on the task with logically grouped and related ideas, including a clear introduction, development, and conclusion Clear analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas Sufficient, accurate, and direct reference to the text(s) using an appropriate combination details, examples, quotes, and/or facts Sufficient reference to the main ideas and relevant key details of the text(s) Appropriate use of transitions to link ideas within categories of textual and supporting information Appropriate use of precise language and domain-specific vocabulary drawn from the text(s) Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning 	<ul style="list-style-type: none"> Inconsistently addresses some parts of the task to demonstrate a partial understanding of the text(s) Weak organizational structure and focus on the task with ineffectively grouped ideas, including a weak introduction, development, and/or conclusion Inconsistent analysis based on explicit and/or implicit meanings from the text(s) that ineffectively supports claims, opinions, and ideas Limited and/or vague reference to the text(s) using some details, examples, quotes, and/or facts Limited reference to the main ideas and relevant details of the text(s) Limited use of transitions to link ideas within categories of textual and supporting information Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s) Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning 	<ul style="list-style-type: none"> Minimally addresses part(s) of the task to demonstrate an inadequate understanding of the text(s) Minimal evidence of an organizational structure and focus on the task with arbitrarily grouped ideas that may or may not include an introduction, development, and/or conclusion Minimal analysis based on the text(s) that may or may not support claims, opinions, and ideas Insufficient reference to the text(s) using few details, examples, quotes, and/or facts Minimal reference to the main ideas and relevant details of the text(s) Few, if any, transitions to link ideas Little or no use of precise language or domain-specific vocabulary drawn from the text(s) Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning

What's Different About This Progression?



Text-Dependent

Text-Dependent Analysis



Text-Dependent Analysis



What is it?

Text-Dependent Analysis

Students complete a writing task that requires them to analyze provided text(s).

Writing Rubric for SC Ready

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What is Missing?



What is Missing?

- A stand alone prompt
- The words:
 - Write a poem
 - Write a letter
 - Write a story

Shift in Focus on Writing

New focus...

- What the student has learned from the text(s).
- What the student is telling us about what they learned from the text(s).

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Text-Dependent Analysis



Student Sample

Text-Dependent Analysis

Text: “Letter to Her Daughter from the New White House”
by Abigail Adams

Task: Write an essay analyzing how Adams responds to her new surroundings. Use evidence from the letter to support your response.

Mrs. Adams understands what the White House and the city of Washington can and will mean to America. While she is not as happy with her surroundings as she was in her comfortable home in Milton, she knows that this will be the capital and she should try and make the best of it so the new capital is viewed positively.

She tells her daughter of her rough travel to the new capital: they got lost along the way and were desperate until “a straggling man came up with us and we engaged him as a guide.” Once in the city, she sees what can become of the unfinished place. She says there are “buildings enough for congress and all they do but that they are scattered.”

Her response to the White House is that she is impressed with its “grand and superb scale”, but that the house is cold and she worries people might get sick for lack of fires. The lack of fires is due to the lack of firewood in the area and that it is expensive to have it brought to the city.

The biggest concern Mrs. Adams has is that she wants to be sure that her daughter does not convey her negative impressions about the place and only tout the good about it. She does this because she believes the young country and new capital should be perceived as legitimate strong. She tells her daughter to keep her mother’s feelings to herself and tells her, “say that I write you the situation is beautiful.” This supports her feelings of making the best of it and protecting the reputation of the young capital.

All in all, Mrs. Adams knows it is important that the world perceive Washington in a good and positive light.

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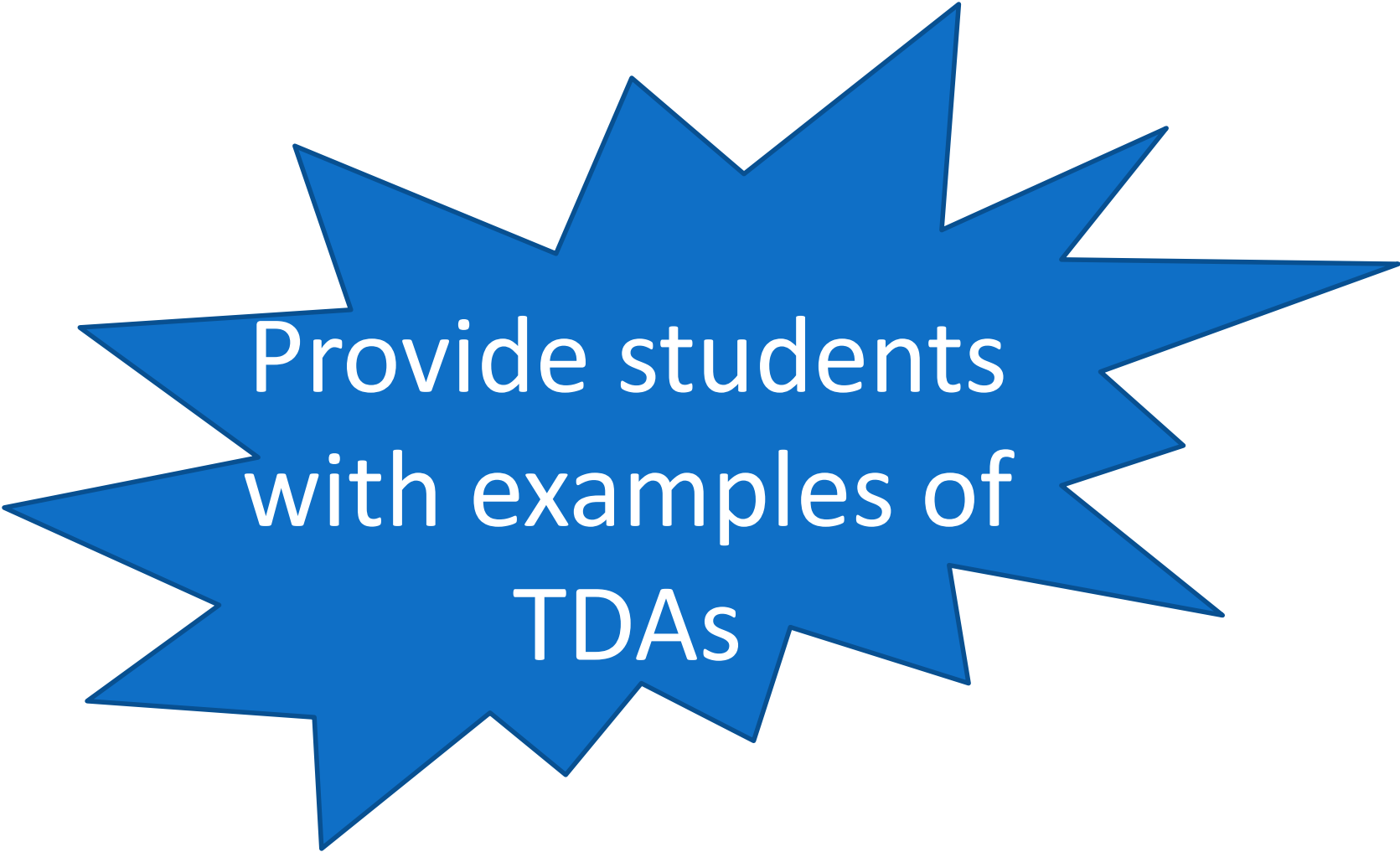
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How Do We Prepare Students for TDAs?



How Do We Prepare Students for TDAs?



Provide students
with examples of
TDAs

Text-Dependent Analysis

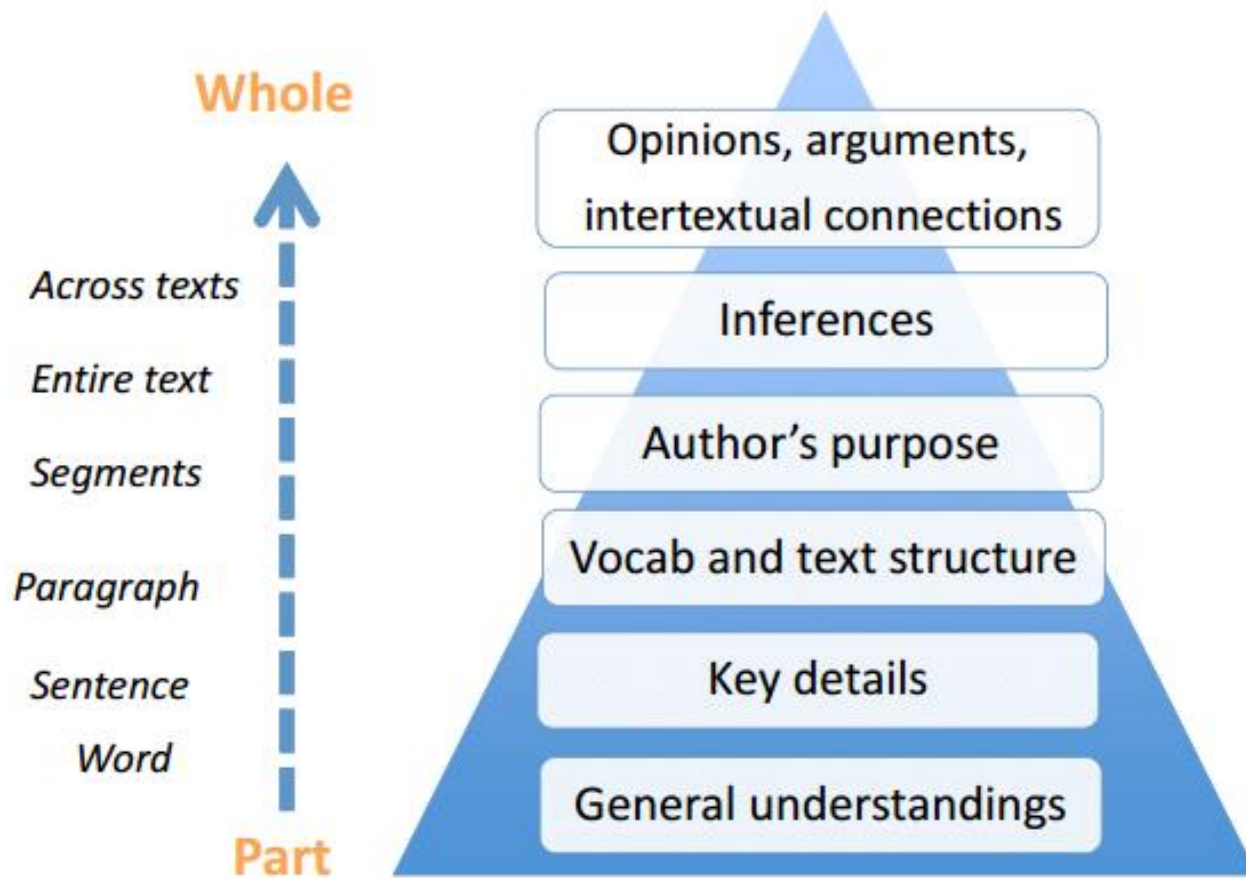
TDAs should be written at a level that requires students to strategically think.

Webb's Depth of Knowledge refers to this as Level 3: Strategic Thinking.

- Students plan and use evidence in their response
 - Analyzing
 - Explaining and supporting explanations with evidence
 - Generalizing based on the information that is provided in the text

Text-Dependent Questions

The types of questions we ask will determine the type of analysis the students will need to do.



Source: Frey, N., & Fisher, D. (in press). *Common Core State Standards in Literacy (Grades 3–5)*. Bloomington, IN: Solution Tree.

FIGURE 1 Progression of Text-Dependent Questions

the TDA Writer's Guide

A Checklist for Writing Better TDA Questions

Text Dependent Analysis questions will meet
ALL of the follow criteria.

QUESTIONS

MUST

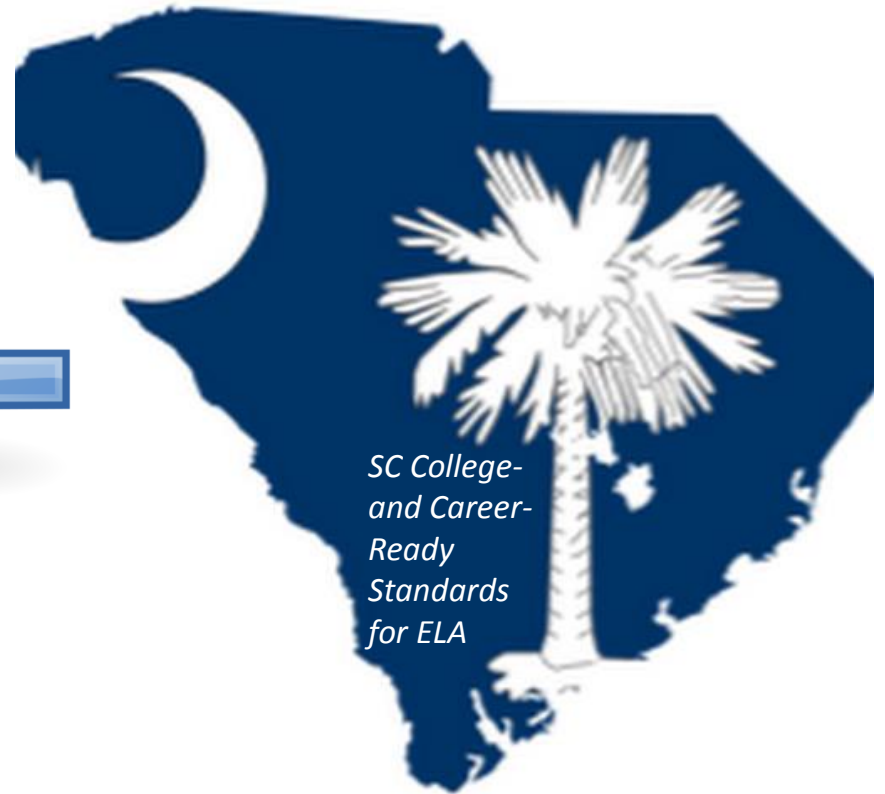
- Requires answer found only through close reading of the text ☐
- Requires students to explain/defend selected evidence ☐
- Requires gathering evidence and building knowledge ☐
- Requires access to increasing level of complex text ☐
- Requires time to process questions and formulate responses ☐
- Requires insight beyond just recalling facts ☐

MUST NOT

- ☐ Depend on information from outside sources
- ☐ Ask students about their own experiences
- ☐ Have only one correct answer or response
- ☐ Have students only cite an answer from the text - **MUST** also ask WHY or HOW SO

Making the Connection

**Text-
Dependent
Analysis**



*SC College-
and Career-
Ready
Standards
for ELA*

Writing

Standard 1: Write arguments to support claims with clear reasons and relevant evidence.

- use relevant information from multiple print and multimedia sources

Text-dependent analysis requires students to produce an argument that supports a claim and must have reasons with relevant evidence. Supports the use of multiple pieces of text, not just one.

Writing

Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- use relevant information from multiple print and multimedia sources

Text-dependent analysis requires students to use relevant information from multiple print and multimedia sources to produce a piece of writing that conveys complex ideas and information clearly.

Writing

Standard 3: Write narratives to develop real or imagine experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

- gather ideas from texts, multimedia, and personal experiences to write narratives

Text- dependent analysis requires students to use ideas from texts and multimedia to write narratives.

Writing

Standard 6: Write independently legibly, and routinely for a variety for tasks, purposes, and audiences over short and extended time frames.

Text-dependent analysis if used in the classroom as a regular instructional practice will allow students the opportunity to write for extended periods of time and for different purposes and audiences.

Wrapping it Up



- The SC Ready Scoring Guidelines rubric is a writing progression that could be used in your classroom as a formative assessment tool to monitor student's writing progress.
- Text-Dependent Analysis should be integrated throughout instruction to support the SCCCR ELA Standards.
- Text-Dependent Questions should be well crafted in order to determine the type of analysis students are asked to completed.

Contact Information

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References

Fisher, D., & Frey, N. (2012, April). Engaging the Adolescent Learner. International Reading Association, 1-13.

OnHands Schools . (n.d.). How to Write Effective Text Dependent Analysis Questions (pp. 1-11, White paper). Pittsburg, PA: OnHands Schools.